

QUALIFICATIONS FOR  
HEAD START TEACHERS

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A Field Report  
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The Graduate Division  
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Master of Science in Education

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by  
Patricia Ann Sorenson  
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QUALIFICATIONS FOR  
HEAD START TEACHERS

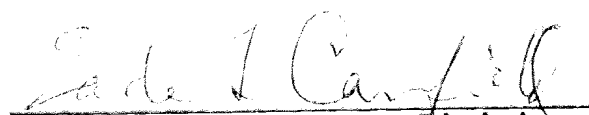
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## CHAPTER I

### THE PROBLEM, PROCEDURE, AND THE DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

Statement of the problem. It was the purpose of this study (1) to discover what the personality or human qualifications for a Head Start teacher have been; (2) what courses or professional preparation Head Start teachers have had; and (3) to discover whether there are any differences of course requirements for a Head Start teacher than for a teacher in a regular elementary school.

Importance of the study. Poverty's children are its most innocent, most helpless victims. But they are also more easily removed from its clutches. By meeting their need for attention and affection, by tending to medical needs that drain their energy, by opening their minds to the world of knowledge, we can set them on the road to successful lives. We can break the vicious cycle that would turn them into poverty's parents.<sup>1</sup> If communities can give their deprived children a head start, they are opening a vital front in the war on poverty. However, there is no more important element in any child development program than the character and talents of the people who will do the

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<sup>1</sup>Sargent Shriver, An Invitation to Help Head Start Child Development Programs, Office of Economic Opportunity (Washington, D. C.), p. 5.

job. Young children are very vulnerable. Their personalities are beginning to form, and they are starting to develop their basic attitudes toward life, discipline, people and learning itself. This vulnerability calls for a teacher who will be responsive to each individual child, while still keeping in mind the needs of the group. Most important, all children of deprived families have special needs; their time is short; they need understanding, sensitive guidance, skilled enrichment before they pay the needless price of school failure. That is why it is important to try and discover what professional training a teacher of Head Start needs and what human qualifications are desirable. Head Start demands people with special, human qualifications and professional training.

Description of the study. There have not been any specific qualifications outlined for Head Start teachers in Iowa, so this study was designed to find out whether directors of Head Start programs were in agreement as to qualifications necessary to teach Head Start. After investigating professional literature on this subject, a personal interview was conducted with Dorothy Koehring, Regional Training Officer for Iowa. From the professional literature, a questionnaire was formulated and approved by Dr. Louis Heger of Drake University and validated by presentation to twelve

elementary school teachers in the Prairie Community School District at Gowrie, Iowa. This questionnaire was then sent to the directors of Head Start programs in the five largest cities of Iowa: Des Moines, Cedar Rapids, Waterloo, Sioux City, and Davenport. Part of the questionnaire information was tabulated.

## II. DESCRIPTIONS OF TERMS USED

Summer Head Start. Summer Head Start programs operate for the most part during summer vacation. They are only for children who are eligible for kindergarten or first grade, and will be attending school for the first time in the Fall. Exceptions may be made to this rule for those children who have been specifically designated by their teachers in kindergarten or first grade as needing additional help from Head Start, in order to be able to progress in school. These children may be accepted into Head Start on a second priority basis, whether or not they have had a previous Head Start experience. The minimum length of a summer program is 120 hours. The minimum length of the weekly program is fifteen hours.<sup>1</sup> Parts of the summer program, such as health care, may continue for several months

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<sup>1</sup>Office of Economic Opportunity, Head Start Child Development Program: 1967 (Washington, D. C.), p. 4.



after the end of the daily activities program. Grant funds normally remain available for an entire year.

Full year Head Start. These programs may operate for periods of up to twelve months for either a part of a day or a full day. The minimum length of a full year program is eight months of at least fifteen hours a week.<sup>1</sup> Children should move directly from full year Head Start into school (kindergarten or first grade). Thus, a child once selected for the program must have the opportunity to continue until he is eligible for school. These programs are primarily for children of age three up to the age the child enters the school system, but may include some younger children.

Poverty. The degree of poverty in a community can be measured by the extent of persistent unemployment and under-employment, by the proportion of a community's families on welfare and the number of families with low incomes.

There is no one income level to be used to classify a family as impoverished. Instead, it is essential to consider the number of people in a household when making the determination. It is also possible that other factors may be important in establishing the poverty level in a given community or household. Level of family income need not be

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<sup>1</sup>Ibid.

a specific requirement for admission to a Head Start center, as long as the program is primarily reaching the poor within the neighborhood. For group activities it is essential that at least ninety per cent of the children taking part be poor.<sup>1</sup> So that the group can be representative of a broader cross-section of the community or the neighborhood, it is permissible to include children--up to ten per cent of the class--from homes which are more prosperous.<sup>2</sup> Children learn not only from the teacher, but from each other as well. Children from different backgrounds may serve as pacesetters for children of limited opportunity. However, where special services are being provided to individual children--medical treatment, for example--those services should be given only to the poor.<sup>3</sup>

Community Action Program. The Federal government wants to help urban and rural communities mobilize their resources to combat poverty. By authority of the Economic Opportunity Act, the Office of Economic Opportunity has encouraged the setting up of local Community Action Programs and provides assistance to them. This help comes under the

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<sup>1</sup>Office of Economic Opportunity, An Invitation to Help Head Start Child Development Programs (Washington, D. C.) p. 13.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

Title 11-A of the Economic Opportunity Act. The long-range objective of every Community Action Program is to effect a permanent increase in the ability of individuals, groups, and communities afflicted with poverty to deal effectively with their own problems so that they will better their conditions.<sup>1</sup> A vital feature of every Community Action Program is the involvement of the poor themselves--the residents of the areas and members of the groups to be served--in planning, policy-making, and operation of the program. The problems of poverty are the whole range of social ills including inadequate education, poor health, unemployment, and dilapidated housing. To eliminate them requires a varied and coordinated campaign. At the outset, many communities may be unable to initiate coordinated Community Action Programs which link different activities and services in an effective attack on poverty. With the setting of such a coordinated program as its goal, however, a community may decide to use a building block approach in the development of its program, beginning with Head Start Child Development programs and then adding other essential projects. Hereafter Community Action Programs will be referred to as CAP.

Head Start. In February, 1965, a committee of

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<sup>1</sup>Office of Economic Opportunity, An Invitation to Help Head Start Child Development Programs (Washington, D. C.), p. 10.

leading child care experts, headed by Dr. Cooke, who was chairman of the department of pediatrics at John Hopkins Medical School, recommended to the Office of Economic Opportunity that preschool development centers be established around the country. Shortly thereafter, Project Head Start was launched with considerable fanfare at a White House tea. The response was enthusiastic so that by mid-June the Office of Economic Opportunity had approved and agreed to finance community programs enrolling over 550,000 children (the Federal Government putting up ninety per cent of the cost). Meanwhile the Office of Economic Opportunity had arranged for 117 colleges and universities to give one or two-week training courses to prospective Head Start teachers, most of whom lacked primary experience. In the end, some 45,000 teachers, doctors, nurses, and social workers participated in the program, as well as 46,000 paid nonprofessionals who helped out in the classroom.<sup>1</sup>

Although every community is allowed to develop its own Head Start program, each must comply with requirement that classes be small. Each class of twenty children must be taught by a professional teacher assisted by two teacher's aides, one of whom serves as a volunteer and who are often

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<sup>1</sup>R. L. Hanson and Dlabal, jr., "What kind of teachers for the culturally deprived?" Elementary School Journal (January, 1967), 219.

neighborhood residents acquainted with the children's background. The preferred size is fifteen.<sup>1</sup> This five-to-one staff ratio makes for an expensive program (an average of \$170 per child in the summer and \$1,000 for a nine-month program),<sup>2</sup> but it is essential if the children are to get the individual attention that so many need. There must also be outdoor play areas.

Head Start Child Development Programs should be tailored to the needs of the local families. Obviously, not all poor children are alike. They differ greatly in their strengths and weaknesses. However, it is essential that the following broad goals be uppermost in the planning of Head Start Child Development Programs:

Improving the child's health.

Helping the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline and curiosity.

Improving and expanding the child's ability to think, reason, and speak clearly.

Helping children to get wider and more varied experiences which will broaden their horizons, increase their ease of conversation and improve their understanding of the world in which we live.

Giving the child frequent chances to succeed; such chances may thus erase patterns of frustration and failure and especially the fear of failure.

Developing a climate of confidence for the child which will make him want to learn.

Increasing the child's ability to get along with others in the family and, at the same time, helping the

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<sup>1</sup>Office of Economic Opportunity, An Invitation to Help Head Start Child Development Programs (Washington, D. C.), p. 20.

<sup>2</sup>Ibid., p. 21.

family to understand him and his problems--thus strengthening his ties.  
 Developing in the child and his family a responsible attitude toward society and fostering feelings of belonging to a community.  
 Planning activities which allow groups from every social, ethnic, and economic level in a community to join together with the poor in solving problems.  
 Offering a chance for the child to meet and see teachers, policemen, health and welfare officers--all figures of authority--in situations which will bring respect, not fear.  
 Giving the child a chance to meet with older children, teenagers; and adults who will serve as models in manners, behavior, and speech.  
 Helping both the child and his family to a greater confidence, self-respect and dignity.<sup>1</sup>

Disadvantaged. There can be no doubt, that an environment meager in stimulation, and often damaging in terms of emotional well-being, can slow or twist a child's development. People working with disadvantaged children would do well to remember the following generalizations for which there is growing evidence:

They tend to do poorly in language; they have small vocabularies and often seem unable to speak up and out.  
 They sometimes do not know the names of things; or even that things have names.  
 They may not have experienced any environment other than their own house or apartment.  
 They may appear to feel uncertain of who they are, what they look like, how they fit into their world.  
 They often seem to be lacking in curiosity.  
 They often have never before seen or worked with pencils, paper, crayons, scissors, puzzles, blocks, or books, and frequently they do not know how to use them in play.

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<sup>1</sup>Ibid., p. 11.

They often have difficulty with authority figures, so that having to do what the teacher expects, and class discipline requires seems at first incomprehensible to them.

They tend not to respond to the teacher until she proves herself trustworthy and sympathetic, and becomes the focal point for their school activities.<sup>1</sup>

There are many exceptions to these generalizations and a teacher must "tune into" each child in the center, just as in any school in any part of town, to know how to plan for them.

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<sup>1</sup>Office of Economic Opportunity, Project Head Start--Daily Program I (Washington, D. C.), p. 31.

## CHAPTER II

### REVIEW OF THE LITERATURE

Since the Head Start program is relatively new, there has been little written on the qualifications for teachers or specific requirements set up with regard to the training programs for Head Start teachers. Therefore, much that is reported in Chapter II was obtained as a result of a personal interview with the Regional Training Officer for the state of Iowa.

#### I. LITERATURE ON QUALIFICATIONS FOR IOWA ELEMENTARY TEACHERS

Teaching certificates are issued by the Iowa Department of Public Instruction upon the recommendation of colleges that have filed approved programs for teacher training with the department. Graduates who have completed prescribed programs and have been approved by college and departmental faculty are recommended by the Dean of the College of Education for the Iowa Certificates for which they have qualified. There are three kinds of certificates for elementary school teachers. The Professional Certificate endorsed for teaching in the elementary grades (kindergarten through grade nine) is available to graduates successfully completing the four year program in elementary



education leading to the degree, Bachelor of Science in Education. The Professional Certificate is valid for a period of ten years and may be renewed by taking additional college credit. The Permanent Professional Certificate is available to those teachers who have at least four years of successful teaching experience and hold a master's degree.

## II. THE TRAINING OF HEAD START TEACHERS IN IOWA

In 1965, when Head Start was first initiated, the only requirement of a training program was forty hours of instruction for the teachers, and as many aides as were available.<sup>1</sup> The training sessions were conducted at various colleges throughout the state such as Iowa State University, State College of Iowa, and Morningside. The type of program each center developed depended upon the type of training that was needed for the teachers of that particular area, or the circumstances under which they would be teaching. This has been the procedure continued to the Summer of 1968. The main objection to the training sessions was the difficulty of getting personnel other than teachers to attend. Many times volunteers, Head Start mothers and other helpers would not, and could not, leave home for the

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<sup>1</sup>Statement by Dorothy Koehring, personal interview.

required time. Hence the training for the 1968 Summer Head Start teachers was conducted quite differently. Throughout the state there were fifteen "cluster groups."<sup>1</sup> It was hoped that no trainee would have to drive more than fifty miles or have to stay overnight. In this way, personnel other than the teacher would be able to attend. This training included observing a year round Head Start class; workshops beginning in May; or intensive training for two or three days before the children came.<sup>2</sup>

The following are the training centers for Summer Head Start 1968: Sioux City, Council Bluffs, Emmetsburg, Carroll, Lamoni, Mason City, Marshalltown, Des Moines, Grinnell, Ottumwa, Decorah, Cedar Rapids, Burlington, Dubuque, and Davenport.<sup>3</sup> Four of the above training center programs will be discussed in this study.

The Carroll center had four days of pre-service training. Several days were spent discussing the parent and child programs; and the psychological, dental, medical, and social services available to the children through Head Start.<sup>4</sup> For one full day the trainees visited full year Head Start

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Dorothy Koehring, "Cluster Centers for Head Start Training" (Regional Training Officer for Iowa), 1968.

<sup>4</sup>Lawrence Blackley, "Head Start Workshop" (Carroll, Iowa, 1968).

classes. The nutritional aspect of the program was also talked about. Two in-service training sessions were held; one the first week and another one the third week of the Summer Head Start session. The discussions were on community opportunities.

The workshop in the Dubuque area was in session for four days. Trainees listened to talks on: "The Anti-Poverty Program and the Services of the River Valley Community Action Program," "Philosophy and Purpose of Head Start," "The Five-Year Old: His Physical, Mental, Emotional and Social Needs and Characteristics," "Language Development of the Child," and "Nutritional Needs of Children."<sup>1</sup> Demonstrations were given on story telling and language enrichment. Several times during the workshop the social workers, food managers, teachers and teacher aides had separate meetings to discuss their responsibilities of the program. All trainees heard talks from a veteran teacher, teacher aides, and volunteers on how they viewed Head Start. Three parents also discussed their views on Head Start.

The Sioux City Training workshop included several evening meetings, and five all-day meetings. Trainees heard speeches on topics such as: "Our Society and the Head Starter," "What is a Learning Experience for a Head Start Child," "The Psychology of Learning for a Preschooler,"

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<sup>1</sup>James Flatt, "Head Start Workshop" (Dubuque, Iowa, 1968).

"Adapting the Curriculum to the Child," "What's New and Old in Equipment and Supplies," "Ideas That Work."<sup>1</sup> Because parents are one of the most important factors in a program, there were talks by social workers on "The Feelings of Head Start Parents," "How to Involve the Parents," and a film "Parents are Teachers Too."<sup>2</sup> A panel discussion by four parents followed the film. Some of the films that were helpful were: "Head Start to Confidence," "Organizing Free Play," "Teacher's Aides--New Opportunity."<sup>3</sup> One whole day was spent visiting year-round Head Start centers and discussing with the year-round center teacher, assistant teacher and a volunteer. One-half day was spent in discussing how to build children's personalities with creative dance and music. Another half-day was devoted to the medical, and dental programs and lunch program. Then a total of three hours was spent by the trainees in their own area meetings with a social worker and a nurse discussing the following: "Recruitment," "Community Resources--How to Implement and Extend," "Communication and Working Together."

The Mason City program began with sixteen hours of observation of the year-round program. Trainees listened to talks on an overview of the Head Start program, goals and

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<sup>1</sup>Carol Anderson, "Head Start Workshop" (Sioux City, Iowa, 1968).

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

purposes; medical and dental health for Head Start children; recreation, music, and art; recruitment of children and the functions of the policy advisory board; the importance of planning in the activities in the Head Start center and daily program; equipment, supplies and room arrangement; and understanding the Head Start child and psychological make-up. Films that were shown included "Head Start to Confidence," "A Chance at the Beginnings," "Operation Head Start," "Organizing for Free Play," and "Teacher Aides--New Opportunity."<sup>1</sup> Discussions followed each of these. Each trainee had individual conferences also. This training program was concentrated in several days.

### III. LITERATURE ON TRAINING HEAD START TEACHERS IN GENERAL

An application for either a summer or full year program must include a plan for the training of the entire staff throughout the entire period of the program. The training plan should include pre-service and in-service training.<sup>2</sup> Pre-service training is orientation, prior to the opening of the Head Start program, for the new staff,

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<sup>1</sup>John Fritz, "Head Start Workshop" (Mason City, Iowa, 1968).

<sup>2</sup>Office of Economic Opportunity, A Manual of Policies and Instructions (Washington, D. C.), p. 18.

for the purpose of acquainting them with the goals and techniques of working with Head Start children. This orientation should involve the entire staff. During this period, staff members will be able to meet with each other and clear up any misunderstandings and anxieties about the job. The classrooms can be prepared in time for the children's arrival.

In-service training is of a more thorough nature on a continuing basis and is carried during working hours and to some extent on volunteered time. In-service training will involve a combination of different activities. Some time might be devoted to lectures by consultants. A master teacher (who might be a consultant) might visit a center and spend the day with staff and children giving demonstrations and suggestions. A visit by the staff of one center to another center or other kinds of children's programs might be arranged. Some time might be devoted to films and discussions. Regular staff meetings are also a form of training and should be held often.

Riessman had a fivefold plan for both pre-service and in-service training of teaching of disadvantaged children.

1. Building teacher respect for disadvantaged children and their families. This involves attitude change and a proposed method of producing it.
2. Supplying teacher experiences with the disadvantaged.
3. Some general do's and don'ts in teaching the urban poor.

4. A teaching technology appropriate for low-income youngsters.
5. The development of a variety of teacher styles through integrating other parts of the plan with the idiosyncratic potential of each teacher. This concerns that art of teaching and how it can be developed and organized.<sup>1</sup>

He further said that providing teachers with sociological analyses of disadvantaged groups, though valuable, is not sufficient to develop deep interest and excitement. The time has come for teacher preparation to include the novels, art, films, dance, and music of the low-income groups, particularly Negro and Spanish.<sup>2</sup> Discussions around books such as The Cool World and the movie made from it are more helpful and stimulating than any anthropological text.

Riessman continued by saying that contrasts and issues can be stimulated by books and movies about the disadvantaged elsewhere. Valuable, too, is the study of Negro history and Negro contributions in science, art and engineering. Discussion of "hip language" may help overcome that stereotype of the nonverbal, inarticulate poor.<sup>3</sup>

When teachers are given the opportunity to visit the homes and neighborhoods of the poor, they must be given

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<sup>1</sup>Frank Riessman, "Teachers of the Poor: A Five-Point Plan," Journal of Teacher Education, XVIII (Fall, 1967), 327.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

careful preparation, showing what to look at and how to look at the culture.<sup>1</sup> Instead of merely a broken home, they may see a female-based family which may be highly organized, although in ways very different from the traditional nuclear family. They learn to see how functions are delegated and organized, how child rearing is handled, how cooking is assigned, how members of the family care for the house, how some go to work and how responsibility is divided.

Riessman also believed that teacher preparation should include learning about the different types of teachers through films and observation with an opportunity for them to play each type and develop their own style.

Riessman gave suggestions for carrying out the five-point plan. He said, where possible, teachers themselves (master teachers, consulting teachers) should do the teaching or group leading. Training close to the operations where utilized will be most effective. A group or team approach should be a central feature in the training, with a strong emphasis on building esprit de corps in the groups. Full participation of the trainees should be intensively solicited with regard to encouraging them to formulate their needs, the way they see their problems, and their suggestions

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<sup>1</sup>Ibid.



for meeting these problems.

Project Aware is a nation-wide research project concerning the preparation of school personnel for working with disadvantaged children and youth. The project requested by the United States Office of Economic Opportunity and the staff of the United States Office of Education has been conducted by Bank Street College of Education. Project directors found that a part of the curriculum for teaching the disadvantaged must be a thorough knowledge and application of diagnostic principles and skills, enabling the teacher to assess each child's potential and to use this information as a basis for designing appropriate experiences which will enable the child to learn.

Another critical element in the development of both the teacher and child is the need for an awareness of self and a strengthening of the self concept. The teacher, who has helped the child to develop strength of ego and to meet and understand his own awareness as a person, certainly must understand himself. Project directors saw great opportunities for teachers in self-exploration through small group counseling, tea group sessions, and individual professional counseling.<sup>1</sup>

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<sup>1</sup>G. Kloff, "Preparing Educational Personnel for Disadvantaged Children and Youth," Open Meeting--Subcommittee on Urban Teacher Education (1966), 324.

Kloff also felt that an important component in instruction is reality and not just intellectual exercises.<sup>1</sup> In order to have the training become a part of the neuro-muscular make-up of the trainees, a variety of techniques should be instituted: supervisory conferences, role-playing, films, demonstrations, quizzes, intensive brief reading, small group discussions, lectures, debates, and writing of a paper.

The following procedures were part of a Summer Institute Program for disadvantaged children at Metropolitan College:

1. Substantive review of the findings concerning the socioeconomic and psychological background of the pupils and their families with particular reference to their educational implications.
2. Methods-materials practicum with youngsters who came from disadvantaged homes and who are enrolled in summer school programs (preschool--one to six under private and public auspices).
3. A sensitivity training program to help participants view themselves, to learn how they view others and to learn how they are perceived by others. Insights and skills and dynamics of group behavior will be explored.<sup>2</sup>

Under the methods and materials practicum, specific needs were studied, differentiated programs were planned

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<sup>1</sup>Ibid., p. 325.

<sup>2</sup>"A Proposal from Metropolitan College for a Summer Institute for Thirty Supervisors and Classroom Teachers of Disadvantaged Children in 1965," Annual Meeting of the American Association of Colleges for Teacher Education.

and implemented, new material and methods were tried out, home visits and parent conferences and contacts were made with youth serving agencies.

The following topics were discussed: factors in urban life that affect learning and teaching; cognition and perception; language growth and development; class status; values motivation; development of a self concept; school as a social system; school as an ego supporting institution; teacher-administrative factors (relating to potency for change) and the role of the school as a cooperative community agency.

Ideally, teachers in Head Start programs should be graduates of a four year college program with a major in Nursery Education, Nursery-Kindergarten Education, or Early Childhood Education.<sup>1</sup> However, the state of Iowa does not require their teachers to have a certificate in elementary education. Such a major includes a strong base in the liberal arts; the study of the basic growth and development of the young child; the study of all the curricula, experiences, materials and methods for teaching young children; and a period of supervised teaching. It is possible that people in related fields such as psychology, sociology, or

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<sup>1</sup>Office of Economic Opportunity, The Staff for a Child Development Center (Washington, D. C.), p. 3.

home economics might have the backgrounds necessary for teaching Head Start.

Probably the single most important attribute of a good teacher is warmth.<sup>1</sup> A teacher needs an easy-going quality, a relaxed manner, and a simple approachable style so that young children come to her. Most good teachers are not abrupt, cold, quick-tempered, aloof, or "high-and-mighty" with their youngsters. A sense of humor and ready smile may be the best indicators of a teacher's capacity to give love and support to a young child. A good teacher should also be well-organized and confident. She must be a well informed person and able to make quick decisions. A good teacher has the same qualities she hopes to instill in the children. She must be curious and creative.<sup>2</sup> In particular, the young children of the poor need someone who can communicate well and easily, a person who speaks clearly and who chooses words wisely.

The preceding summary of the qualifications of a Head Start teacher formed the basis for the investigator's questionnaire which incorporated questions relating to college training, certification, specific training in psychology or sociology, and personal qualities of the teacher.

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<sup>1</sup>Ibid., p. 4.

<sup>2</sup>Ibid.

## CHAPTER III

### PROFESSIONAL TRAINING AND HUMAN QUALIFICATIONS FOR HEAD START TEACHERS BASED ON A QUESTIONNAIRE

The data compiled in Chapter III were collected from a questionnaire sent to directors of Head Start programs in the five largest cities of Iowa. The questionnaire had been validated by presentation to teachers at Prairie School, Gowrie, Iowa. This chapter reports the findings of the questionnaire on this very limited sample.

#### I. PROFESSIONAL QUALIFICATIONS

Three of the directors of Head Start thought a Bachelor of Arts degree was not necessary to teach Head Start, and two of them thought it was necessary.

For the question on how many years of teaching were needed before teaching Head Start, the answers were thus: "no experience," "two years," "one or two years," and "it depends upon the individual." One director did not answer this question.

Three directors felt that teaching kindergarten previous to teaching Head Start was not necessary, but two felt it was necessary. Also, when asked whether teachers needed experience in teaching pre-schoolers, three directors

thought experience was not necessary, and two thought it was. Those two that felt kindergarten experience was necessary said the number of years necessary depended upon the teacher.

A major in nursery education, kindergarten education, or early childhood development was not felt necessary by three directors; two felt the major to be necessary.

The majority of the directors felt that Head Start teachers do not need a minimum of nine hours of Sociology and Psychology as shown in these results:

	<u>Yes</u>	<u>No</u>	<u>Totals</u>
Need Sociology (9 hours)	2	3	5
Need Psychology (9 hours)	2	3	5

Music seemed to be important in a Head Start program, because four directors felt a teacher needed to be capable in teaching music to the children; one did not think it necessary.

Teaching experience in a deprived area was not felt necessary by four directors, but those same four thought it would be advantageous to have taught in such an area.

An Iowa Elementary teaching certificate is not necessary to teach Head Start in all areas of Iowa. Three of the directors did not require it; however, two did. Those that answered in the negative said their teachers must be half way through the third year of college or hold a

Bachelor of Arts degree in Child Development, Sociology, Psychology, or Home Economics.

Four directors said they would hire a high school teacher if she had a background of Home Economics, Sociology, or Psychology; one said he would absolutely not hire a person with such a background.

## II. HUMAN QUALITIES NEEDED BY HEAD START TEACHERS

The qualities that all five directors felt absolutely necessary for Head Start teachers were warmth, ability to encourage responsibility and ability to encourage expression of feelings. Qualities deemed absolutely necessary by four directors were flexibility, attention to the individual, involvement, enjoyment, consistency, ability to enlist child participation, ability to encourage creativity, understanding, and sense of humor.

The qualities regarded by the directors as least necessary were anxiety and determination. One director rated the quality of sympathy as "not necessary."

TABLE I

HUMAN QUALITIES NEEDED BY HEAD START  
TEACHERS AS REPORTED BY FIVE IOWA  
HEAD START DIRECTORS, 1968

Qualities	Absolutely Necessary	Impor- tant	Somewhat Necessary	Not Necessary
Warmth	5			
Perceptiveness	3	2		
Flexibility	4	1		
Relaxed	3	2		
Attention to individual	4	1		
Involvement	4	1		
Enjoyment	4	1		
Ingenuity	3	2		
Consistency	4	1		
Anxiety	1	1	1	1
Ability to enlist child participation	4	1		
Ability to encourage individual responsibility	5			
Ability to encourage expression of feelings	5			
Encourage creativity	4	1		
Determination	2	2	1	
Sympathy	3	1		1
Understanding	4	1		
Curiosity	3	2		
Confidence	3	2		
Well organized	3	2		
Quick thinking	2	3		
Sense of humor	4			



## CHAPTER IV

### CONCLUSIONS

It was the purpose of this study (1) to discover what the human qualifications for a Head Start teacher have been; (2) what professional preparation Head Start teachers; and (3) to discover whether there are any differences of course requirements for a Head Start teacher than for a teacher in a regular elementary school.

After investigating the professional literature on this subject, a personal interview was conducted with Dorothy Koehring, Regional Training Officer for Iowa. From the professional literature, a questionnaire was formulated and approved by Dr. Louis Heger, and validated by presentation to twelve elementary school teachers in the Prairie Community School District at Gowrie, Iowa. This questionnaire was then sent to the directors of Head Start programs in the five largest cities of Iowa. The questionnaire information was analyzed and reported. This is recognized as a very limited sample.

Over half of the directors felt that it was not necessary to hold a Bachelor of Arts degree or a teacher's certificate, or have a major in nursery education, kindergarten education, or early childhood development in order to teach Head Start. Teaching experience in a deprived area was not

felt necessary either by a majority of the directors, and the majority felt that teaching in kindergarten or nursery school was not necessary.

The majority of the directors did not feel that teachers needed nine hours, each, of sociology and psychology.

All but one of the directors stated that a Head Start teacher should be capable of teaching music.

The majority of the directors did not require their teachers to hold an Iowa Elementary teaching certificate.

The human qualities that all five directors felt necessary for teaching Head Start were warmth, ability to encourage responsibility, and ability to encourage expressions of feelings.

Human qualities four directors deemed necessary were flexibility, attention to the individual, involvement, consistency, ability to enlist child participation, ability to encourage creativity, understanding, and a sense of humor. Anxiety, sympathy, and determination were regarded as not very necessary.

The differences of course requirements between a Head Start teacher and an Iowa elementary school teacher is that an elementary teacher must have some background in early childhood development and methods courses and hold an elementary teaching certificate, but a Head Start teacher

does not have to meet such requirements.

Much more research is needed in this direction before definitive conclusions can be made, however.

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## APPENDICES

## APPENDIX A

1968 OFFICE OF ECONOMIC OPPORTUNITY POVERTY LINE INDEX FOR  
DETERMINING ELIGIBILITY OF CHILDREN FOR HEAD START

Family Size	Non-Farm	Farm
1	\$1,600	\$1,100
2	2,000	1,400
3	2,500	1,700
4	3,200	2,200
5	3,800	2,600
6	4,200	3,000
7	4,700	3,300
8	5,300	3,700
9	5,800	4,000
10	6,300	4,400
11	6,800	4,700
12	7,300	5,100
13	7,800	5,400



## APPENDIX B

## PROFESSIONAL QUALIFICATIONS

Complete the questionnaire by placing a check mark in the appropriate blank. Feel free to add any remarks you think necessary to clarify or explain your answer.

1. Do you feel teachers need a Bachelor of Arts degree to teach Head Start?  
\_\_\_\_\_Yes \_\_\_\_\_No
2. How many years of teaching do they need before teaching Head Start?  
\_\_\_\_\_
3. Do they need experience in teaching kindergarten previous to teaching Head Start?  
\_\_\_\_\_Yes \_\_\_\_\_No
4. Do they need experience in teaching pre-schoolers previous to teaching Head Start?  
\_\_\_\_\_Yes \_\_\_\_\_No
5. If you feel teachers need experience in teaching kindergarten or pre-school classes before teaching Head Start, how many years do you think is necessary?  
\_\_\_\_\_1 \_\_\_\_\_2 \_\_\_\_\_3 \_\_\_\_\_4 \_\_\_\_\_5 \_\_\_\_\_more than 5
6. Is it absolutely necessary that the teacher have majored in nursery education, kindergarten education, or early childhood development?  
\_\_\_\_\_Yes \_\_\_\_\_No
7. Is it necessary that the teachers have a minimum of nine hours of sociology?  
\_\_\_\_\_Yes \_\_\_\_\_No
8. Is it necessary that the teachers have a minimum of nine hours of psychology?  
\_\_\_\_\_Yes \_\_\_\_\_No
9. Does a Head Start teacher need to be capable in teaching music to the children?  
\_\_\_\_\_Yes \_\_\_\_\_No
10. Is it necessary that a teacher have taught in a deprived area previous to teaching Head Start?  
\_\_\_\_\_Yes \_\_\_\_\_No

11. If not necessary, would it be advantageous?  
\_\_\_\_\_Yes \_\_\_\_\_No
12. In choosing Head Start teachers in your area, do you  
require that they hold a certificate in Iowa to teach  
in the elementary school?  
\_\_\_\_\_Yes \_\_\_\_\_No
13. If your requirements are not mentioned above, what  
professional qualifications must your teachers have?
14. Would you consider hiring a high school teacher to  
teach Head Start if she had a background in home  
economics, sociology, or psychology?  
\_\_\_\_\_Yes \_\_\_\_\_No

## HUMAN QUALIFICATIONS

Complete the questionnaire by placing one check mark for each qualification under one of the four columns.

QUALITIES	Absolutely Necessary	Impor- tant	Somewhat Necessary	Not Necessary
Warmth	_____	_____	_____	_____
Perceptiveness	_____	_____	_____	_____
Flexibility	_____	_____	_____	_____
Relaxed	_____	_____	_____	_____
Attention to individual	_____	_____	_____	_____
Involvement	_____	_____	_____	_____
Enjoyment	_____	_____	_____	_____
Ingenuity	_____	_____	_____	_____
Consistency	_____	_____	_____	_____
Anxiety	_____	_____	_____	_____
Ability to enlist child participation	_____	_____	_____	_____
Ability to encourage individual responsibility	_____	_____	_____	_____
Ability to encourage expression of feelings	_____	_____	_____	_____
Encourage creativity	_____	_____	_____	_____
Determination	_____	_____	_____	_____
Sympathy	_____	_____	_____	_____
Understanding	_____	_____	_____	_____
Curiosity	_____	_____	_____	_____
Confidence	_____	_____	_____	_____
Well organized	_____	_____	_____	_____
Quick thinking	_____	_____	_____	_____
Sense of humor	_____	_____	_____	_____